

## CSC and SLT Joint Meeting 1/22/18

### Working Agreements:

- Start on Time, Finish on time
  - Bring up relevant things to a topic when discussing the topic
- Agenda ahead of time
- Presume positive intentions
- Just say it - say what you're thinking when the item comes up
- Be present - appropriate / on-task use of tech.

### Mission:

In an inclusive community and in partnership with parents and community, we at Jessie Whaley Maxwell Elementary develop our students' independence, critical thought, and enduring love for learning.

### Agenda:

#### 1) **Framing:** 3:15-3:20:

- a) CSC Members Present: MRs. Rankin, Mr. Khosravi, Mrs. Renteria, Mrs. Yorks, Mrs. Melgar-Miner, Mrs. McDermott, CSC Members not present: Mrs. Cazares, Mrs. Flores
- b) SLT Members present: Mrs. Barthel, MRs. Corona, Ms. Notyce, Mrs. Rager, Ms. Hikaru
- c) Other Teachers Present: Mr. Frausto, Mr. Villegas, Ms. Huser, Mr. Douglas, Ms. Rios, Mrs. Zoetewey, Mrs. Lewis, Mrs. Lopez, Mr. Yates, , MRs. Warren, Ms. Artazcoz
- d) Other Maxwell Community Members Present: MR. Wertz, Mrs. Yates, Ms. Isaac
- e) Go Over Working Agreements
- f) Reading of the Mission
- g) Go Over the Agenda

#### 2) **Background Documents:** 3:20-3:25

- a) **CSC Handbook:** This handbook was adopted by Maxwell's CSC in September 2017.
  - i) Based on definition in CSC guidelines, consensus is unanimous vote or the majority vote that all members will support, including those who voted for a different option. For example, if vote is 5 to 4, but the 4 members say they can live with the decision, that is consensus. If there is not consensus, IS will come to the meeting to share ideas and give input with staff and members, not just principal.
- b) **CSC and SLT Side-By-Side:** This document outlines the roles and responsibilities of the CSC and of the SLT

#### 3) **Vision/Budget Overview:** 3:25-3:40

- a) Budget Process,
  - i) Budget was received 1/18/18 at 8pm
  - ii) Positions, not people as different scenarios are discussed

- iii) Finally budget will be submitted feb 2, and we will be requesting budget assistance. We don't know if we will get budget assistance, so staffing is based on current budget.
- iv) Budget has good news- salary increases. Not cutting any positions- teachers and paras. Room in the budget to add a position
- b) Enrollment Update
  - i) Current year budgeted for 516 students, we came in close with 513
  - ii) Next year budgeting for 533, we will have more kinder students enrolling next year
  - iii) Our efforts as a school have been working- flyers, increasing enrollment, increasing student performance. 100 student increase over the past 3 years- will continue enrollment efforts- flyer going out for ECE
  - iv) Space conversations will be held later, SLT decision
- c) Vision for Maxwell
  - i) Support all of our learners in an inclusive classroom-- that being said, there is a need for more co-teaching/planning time
  - ii) Culture at Maxwell where students love coming to school, class-sizes where students are known and seen-- 4 classes/grade level
  - iii) Scenarios- Additional ELA-S co-teaching time, increase nurse position to full time

#### 4) Scenarios: 3:40-4:00

- a) 3 Scenarios
  - i) Initial 5th grade- hire a 5th grade ELA-S, addition \$75K flex
  - ii) Scenario #1- reduce psych to 0.8, increase nurse to 1.0, Additional arts teacher- this would have 4 1-hour classes and share role across 2 different arts. This would provide 1 hour planning for teachers, less grade level preps for arts teachers and more planning time.
    - (1) Considerations-licenses for arts teachers to be qualified across different art domains. Drama and dance might be better than a licensure across p.e. and music
    - (2) 15 minutes taken from teaching schedule
    - (3) Would every grade level have access to all 6 arts classes or only 4? Depends on the hire- ex- a second p.e. Teacher vs. a drama teacher
    - (4) In this scenario arts teachers would have a teaching load of 4-4.3 hours whereas gen ed teachers would have 5 hours of teaching per day
    - (5) Idea to have a larger planning block one day a week versus and extra 15 minutes per day
    - (6) 1.0 nurse, funds come from reducing psych to 0.8- nurse would be able to take on extra tasks, resource for IEP, small group at some down times

- (a) Psych- to take on case management load for inclusion teachers
  - (b) AN requirements for psych for whole child is 1.0- this can be met by psych or social worker. 1-2 days a week could meet the mental health needs per current IEP minutes
- iii) Scenario #2- 5th grade ELA-S, additional arts, reduce psych to 0.8 to increase nurse to 1.0, cut ELD Facilitator to create a full time ELA-S Intervention
- iv) Scenario #3- 5th grade ELA-S, additional SPED teacher, reduce psych to 0.8 to increase nurse to 1.0, cut ELD Facilitator to create a full time ELA-S Intervention
  - (1) SPED would be ELA-S, most likely
  - (2) SPED- could they be a case manager- yes, also could label the psych as 0.5 case management- haven't gotten that specific with defining roles at this point
  - (3) STL are partially paid by the district
  - (4) Who will pick up the duties that the ELD facilitator is doing?
    - (a) Clerical and leadership responsibilities. Coaching and feedback would then go to SLT. The other responsibilities could be done as release time. The additional SPED, if bilingual and familiar with ELD, could pick up some of these responsibilities.

#### General thoughts-

- increasing teaching time vs. decreasing teaching time to increase planning time. Where would that time come from? Depends on schedule and content allotments depending on grade level.
- New hire could also support with science/social studies. If we have more co-teachers there would be less conflicts in trying to find coplanning time during the already 45 minute block.
- Concern with losing 15 minutes of instructional time would be better if sci/ss was covered during the arts. High tech has a project based learning teacher.
- Appreciate the idea of more planning time for teachers.
- On SPF, we need more support with SPED to support with inclusions.
- Some years we have higher numbers of special education students-- will this affect SPED/inclusion teachers in the future.
- Removing the ELD facilitator- STL's have a lot of things on their plates already
- Concerns about supports for Non-ELD groups, have support for them moving forward by ELD facilitator or a co-teacher that could support more during that time
- We are on track for more growth on Istation for Reading. We have made more growth so far this year than in the whole school year last year.

- Adding an arts teacher would be a draw for students to Maxwell- could still be science
- Scenario #2 would be a benefit for all to increase the amount of support of co-teaching and psych role being defined as part time case management
- Define the arts role before voting on that scenario
- Scenario #3- additional SPED teacher, would the plan be for more contact- go deeper with more co-teaching in some classrooms rather than spreading out co-teaching to more classrooms.
- Left with 2 tech blocks- we can add sci/project based to push in
- ELD facilitator to continue work towards dual language and/or arts teacher to teach Spanish

**\*\*Have a chance to have more conversation with staff as well as a survey out to parents and staff - Info out in this Wednesday's click. Discussion to whole staff on Monday 29th, Survey after and Vote on Thursday.**

**\*\*Think about what additional position could be if we do get budget assistance\*\***

b) Other Scenarios

- i) Don't add 5th Grade ELA-S to add SPED and Arts position- probably not a better idea as class sizes are bigger at the grade levels with four around

c) Contingency Planning

**5) Input from CSC members, SLT members, and Maxwell Community Members:  
4:00-4:45**

**6) 4:45-5:00 CSC-specific item:** Process for 4th parent member to replace Ms. Perez (no longer able to make time commitment of CSC).